

**OHIO UNIVERSITY  
BULLETIN**

**UNIVERSITY EXTENSION  
DEPARTMENT**

**DIVISION OF  
CORRESPONDENCE STUDY  
1932-1933**

**Athens, Ohio, June, 1932**

---

**Entered at the Post Office at Athens, Ohio, as Second Class Matter**

R.378.771 037jc 1932/33

## BOARD OF TRUSTEES

	When term expires
Robert E. Hamblin, Toledo .....	Indefinite
Evan J. Jones, Athens .....	Indefinite
James P. Wood, Athens .....	Indefinite
Thomas R. Biddle, Athens .....	Indefinite
James E. Kinnison, Jackson .....	Indefinite
Fred W. Crow, Pomeroy .....	Indefinite
Eli R. Lash, Athens .....	Indefinite
E. C. Eikenberry, Camden .....	Indefinite
Chas. D. Hopkins, Athens .....	Indefinite
Arthur C. Johnson, Columbus .....	Indefinite
Thomas J. Davis, Cincinnati .....	Indefinite
Samuel L. McCune, Cleveland .....	May 14, 1932
Charles E. Holzer, Gallipolis .....	May 14, 1933
Gordon K. Bush, Athens .....	May 14, 1934
David H. Thomas, Marietta .....	May 14, 1935
John H. Preston, Athens .....	May 14, 1936
Jacob G. Collicott, Columbus .....	May 14, 1937
Fred G. Leete, Ironton .....	May 14, 1938
President Elmer Burritt Bryan .....	Ex-Officio
Governor George White .....	Ex-Officio

## OFFICERS OF THE BOARD OF TRUSTEES

Elmer Burritt Bryan .....	President
David H. Thomas .....	Vice President
George C. Parks .....	Secretary, Treasurer and Business Manager

## FACULTY COMMITTEE ON UNIVERSITY EXTENSION

Edwin Watts Chubb .....	Dean of College of Liberal Arts
Thomas Cooke McCracken .....	Dean of College of Education
Frank Brown Dilley .....	Registrar and Chairman of Entrance Board
Simeon H. Bing .....	Director of University Extension

# OHIO UNIVERSITY

(Founded 1804)

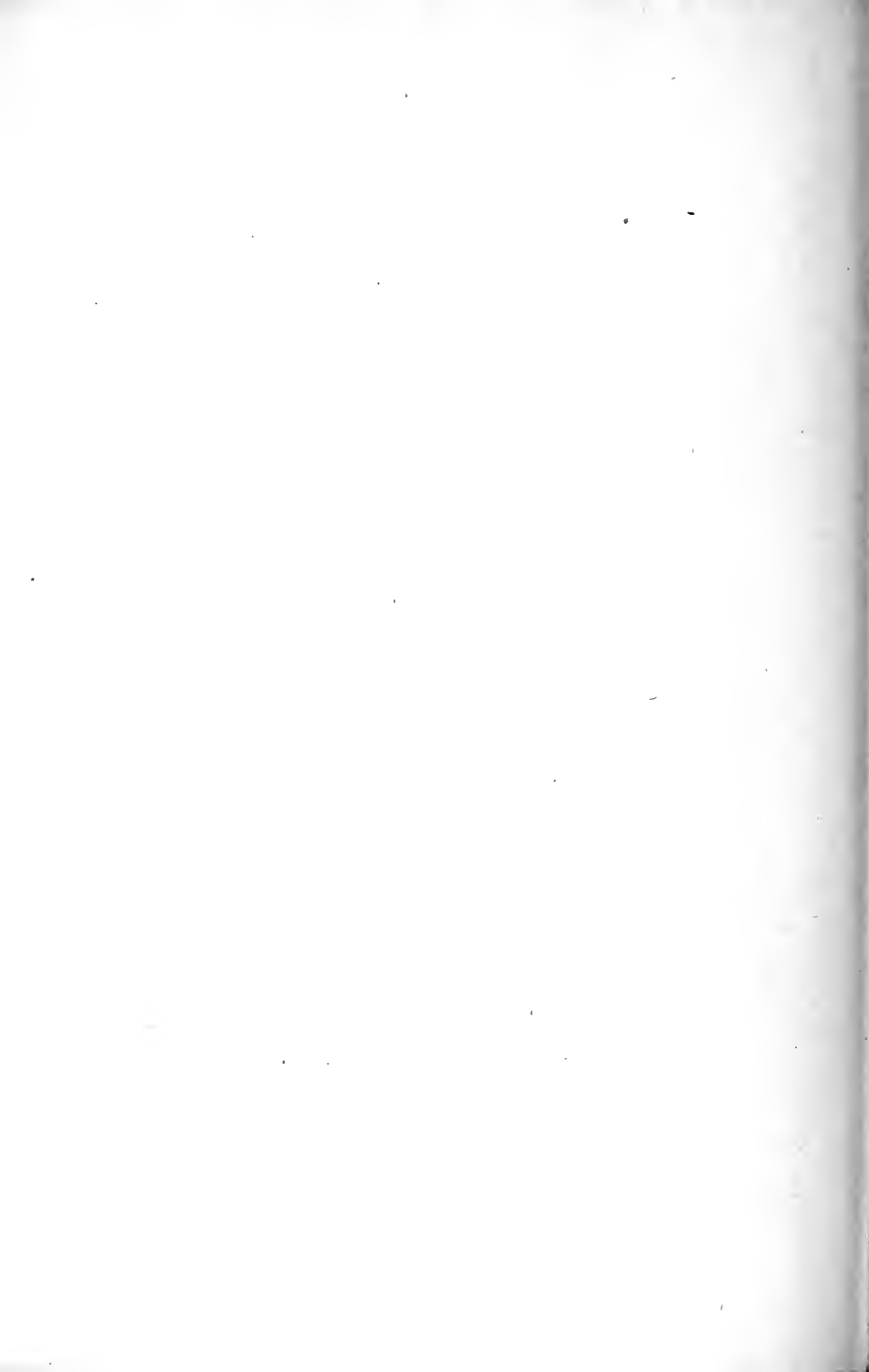
ATHENS, OHIO

## ANNOUNCEMENT OF COURSES FOR CORRESPONDENCE STUDY

1932-1933

Published by the University

1932



# THE UNIVERSITY CALENDAR

## 1932—1933

### Summer Session—Nine Weeks—1932

June 13, Mon.	Registration of students.
June 14, Tues.	Classes begin, 7:00 A. M.
July 4, Mon.	Independence Day: a holiday.
Aug. 12, Fri.	August Commencement.

### First Semester, 1932

Sept. 19, Mon.	Convocation for Freshmen and new students, 8:30 A. M., Memorial Auditorium. Registration of Freshmen and new students, 9:30 A. M. to 5:00 P. M.
Sept. 20, Tues.	Registration of Freshmen and new students continued; regis- tration of former students beginning at 1:00 P. M.
Sept. 21, Wed.	Registration of former students continued until noon. Classes begin, 1:00 P. M. The Wednesday schedule will be followed, allowing thirty minutes for each class: 8 o'clock classes to meet at 1:00; 9 o'clock at 1:30; 10 o'clock at 2:00, etc.
Nov. 23-28	Thanksgiving recess from Wednesday noon to Monday, 8:00 A. M.
Dec. 16, Fri.	Holiday recess begins at noon.

## 1933

Jan. 2, Mon.	Classes resumed, 8:00 A. M.
Feb. 3, Fri.	February Commencement.

### Second Semester, 1933

Feb. 6, Mon.	Registration.
Feb. 7, Tues.	Registration continued.
Feb. 8, Wed.	Classes begin, 8:00 A. M.
Feb. 18, Sat.	Founders' Day.
April 14-18	Easter recess from Friday noon to Tuesday, 8:00 A. M.
May 17, Wed.	Senior Day.
May 24, Wed.	Award Day.
May 30, Tues.	Memorial Day: a holiday.
June 3, Sat.	Alumni Day.
June 4, Sun.	Baccalaureate Service.
June 5, Mon.	June Commencement.

### Summer Session—Nine Weeks—1933

June 12, Mon.	Registration of students.
June 13, Tues.	Classes begin, 7:00 A. M.
July 4, Tues.	Independence Day: a holiday.
Aug. 11, Fri.	August Commencement.

OHIO UNIVERSITY  
CORRESPONDENCE STUDY DIVISION

Elmer Burritt Bryan, LL. D., L. H. D. ....	President
Simeon H. Bing, Ed. D. ....	Director of University Extension
Leona Hughes, B. S. in Ed. ....	Secretary
Elizabeth Smythe ....	Student Assistant

## FACULTY

Genevieve Apgar, A. M. .... Professor of English  
Albert A. Atkinson, M. S. ... Professor of Electrical Engineering and Physics  
Edith E. Beechel, Ph. D. .... Professor of Education  
Ossian Clinton Bird, A. B. .... Director of Athletics and Professor  
of Physical Education  
Clyde E. Cooper, Ph. D. .... Professor of Geography and Geology  
William F. Copeland, Ph. D. .... Professor of Agriculture  
Walter S. Gamertsfelder, Ph. D. .... Professor of Philosophy and Ethics  
Willis L. Gard, Ph. D. .... Professor of Education  
Albert C. Gubitz, A. M. .... Professor of Economics  
Einar A. Hansen, Ph. D. .... Professor of Elementary Education  
Victor D. Hill, A. B. .... Professor of Classical Languages  
Thomas N. Hoover, M. Ph., A. M. .... Professor of History  
Frederick H. Kreckler, Ph. D. .... Professor of Biology  
William A. Matheny, Ph. D. .... Professor of Civic Biology and Botany  
Thomas C. McCracken, Ph. D. .... Dean of the College of Education  
George E. McLaughlin, B. S. in Ed. .... Professor of Industrial Education  
Clinton N. Mackinnon, A. M. .... Professor of English  
Robert L. Morton, Ph. D. .... Professor of Mathematics  
James P. Porter, Ph. D. .... Professor of Psychology  
Clarence C. Robinson, Mus. M. .... Director of the School of Music  
and Professor of Voice  
Edwin B. Smith, Ph. D. .... Professor of History and Political Science  
Amos C. Anderson, Ph. D. .... Associate Professor of Psychology  
Jane K. Atwood, M. S. .... Associate Professor of Geography  
Ralph F. Beckert, A. M. .... Associate Professor of Accounting  
Albert W. Boetticher, M. S. .. Associate Professor of Civic Biology and Botany  
J. Homer Caskey, Ph. D. .... Associate Professor of English  
Edward C. Class, Ph. D. .... Associate Professor of Education  
Richard A. Foster, Ph. D. .... Associate Professor of English  
Sarah Hatcher A. M. .... Associate Professor of Physical Education  
Joseph B. Heidler, Ph. D. .... Associate Professor of English  
Horace T. Houf, A. M., L. H. D. .... Associate Professor of Philosophy

Henry J. Jeddelloh, A. M. .... Associate Professor of Sociology  
 Evan J. Jones, Jr., A. M. .... Associate Professor of History  
 Mary E. Kahler, A. M. .... Associate Professor of English  
 Raymer McQuiston, A. M. .... Associate Professor of English  
 Maude Cryder Matthews, A. M. .... Associate Professor of German  
 Olin D. Morrison, A. M. .... Associate Professor of History  
 Roy H. Paynter, M. B. A. .... Associate Professor of Marketing  
 Harry H. Peckham, A. M. .... Associate Professor of English  
 Helen Reynolds, A. M. .... Associate Professor of Secretarial Studies  
 Frank W. Reed, Ph. D. .... Associate Professor of Mathematics  
 Emmett Rowles, A. M. .... Associate Professor of Biology  
 Raymond M. Slutz, A. M. .... Associate Professor of English  
 Donald R. Clippinger, M. S. .... Assistant Professor of Chemistry  
 Blaine M. DeLancey, A. M. .... Assistant Professor of English  
 Carl A. Frey, Ph. D. .... Assistant Professor of Biology  
 Joy Cutler, B. S. .... Assistant Professor of Voice and History of Music  
 Darrell B. Green, A. M. .... Assistant Professor of Physics  
 John R. Gentry, Ed. M. .... Assistant Professor of Psychology  
 Edwin T. Hellebrandt, M. S. .... Assistant Professor of Economics  
 Louis M. Heil, Ph. D. .... Assistant Professor of Electrical Engineering  
 William H. Herbert, A. B. .... Assistant Professor of Physical Education  
 Charles R. Kinison, M. S. in Ed. .. Assistant Professor of Industrial Education  
 Allen R. Kresge .... Assistant Professor of Organ, Harmony and Piano  
 Mariam S. Morse, A. M. .... Assistant Professor of Home Economics  
 Frank J. Roos, Ph. B. .... Assistant Professor of Art  
 George W. Starcher, Ph. D. .... Assistant Professor of Mathematics  
 Lorin C. Staats, A. M. .... Assistant Professor of Public Speaking  
 Neil D. Thomas, B. S. .... Assistant Professor of Civil Engineering  
 Joseph P. Trepp, A. M. .... Assistant Professor of Physical Education  
 George W. Clark, B. S., B. S. in C. E. .... Instructor in Civil Engineering  
 Charlotte Ellen LaTourrette, A. B. .... Instructor in Physical Education  
 Helen I. Engels, B. S. in Ed. .... Instructor in Secretarial Studies  
 Arthur H. Rhoads, B. S. in Ed. .... Instructor in Physical Education

## GENERAL INFORMATION

---

### CORRESPONDENCE STUDY

The function of correspondence study is to make the offerings of the University available to those persons who must devote a large part of their time to other duties. Teaching by correspondence thus has become a part of the educational system of the University and of the State.

Many of the foremost American universities have recognized this plan of extending their work. Non-commercial institutions in forty states and the District of Columbia have demonstrated the fact that many courses can be taught successfully by correspondence. Some of the advantages of residence study are lacking, but correspondence study has compensating advantages. It develops and encourages self-reliance, initiative, and perseverance. The teaching is individual and personal. Each student prepares and recites all of every lesson.

Recent years have shown that some of the best students of the University welcome the opportunity offered by correspondence study. It is now possible to meet a large part of the requirement for a diploma or for the Bachelor's degree by adding to residence work done in the Summer Session, that earned by correspondence study.

### THE COURSES OFFERED

All courses are of undergraduate University rank. The University offers no preparatory of high school courses. Neither is credit earned by correspondence applicable to graduate work.

The courses are as nearly identical with residence courses as the nature of the work will admit. They bear the same catalog numbers and are taught by the instructor who does the teaching at the University.

### A UNIT COURSE

Each course represents a definite amount of work. The number of lessons into which it is divided will depend somewhat upon the nature of the work.

Ordinarily a two-hour course will consist of twenty-four lessons or study units; a three-hour course, thirty-six lessons or study units; in other words twelve study units will be presented for one semester hour of credit.

Each lesson consists of full directions for study, assistance, suggestions, and test questions on the student's method of work and mastery of the subject. Approximately four hours will be required by the average student to complete one lesson.



## **ADMISSION**

Only graduates of a first grade high school or the equivalent are admitted to correspondence study courses. If the student has never been registered in Ohio University, he should see that his high school credentials are forwarded to the Division of Correspondence Study by the time his application for the course is received. The Secretary of this division will present the case to the entrance board.

Students twenty-one years of age or over, who have not met the required high school credit for entrance, may be admitted to the correspondence courses as unclassified students, provided they show aptitude to carry the work. Such a student is not a candidate for graduation until the deficiency in high school work has been made up.

## **PROCEDURE**

The student who wishes to undertake correspondence study should forward to the Correspondence Study Division, Ohio University, Athens, Ohio, a formal application for each course desired with the appropriate fee. Application blanks will be furnished on request. Since the instruction is individual, registration may be made at any time and the student may proceed with the course as rapidly as his spare time will permit provided the prepared lessons show care and excellence.

Upon receipt of the application and fee, the first study units will be sent with complete instructions for study and directions for returning written lessons. The lesson papers will be returned to the students with corrections and suggestions. It is the aim of the University to keep in close touch with the progress of each student and to give adequate guidance at all times.

## **EXAMINATIONS AND CREDIT**

To secure credit, the student must pass a final examination within one month after the final study unit in the course has been returned to him. Students of Athens county and others within a reasonable distance of the University may be required to come to the University for examination. A representative of the University will supervise the examination of all others. The representative may be a school superintendent or high school principal in the community where the student lives. In many cases the student will be asked to suggest such a representative and to secure his promise to conduct the examination. No fee is paid by the University to the examiner. He will ordinarily give such service for the benefit of the student.

## **THE AMOUNT OF WORK**

A maximum of 18 semester hours of extension work including both group extension work and correspondence study is allowed toward a two-year diploma and 30 semester hours in like manner toward a four-year degree. The student may finish courses as rapidly as is consistent with good work but those who are employed on full-time will be limited to a maximum of 8 hours during any academic year. Others may complete not to exceed 10 semester hours in one year. Only such courses as are listed as requirements or electives in any general course, will be credited toward graduation.

Ohio University gives no diploma or degree for work done wholly in absentia.

### WHEN TO BEGIN

A student may begin a course for which he is prepared at any time. He is expected to complete it within nine months after the date of his registration. His reports must be distributed somewhat evenly over the period which he gives to the course. In case a student does not complete a course within nine months, a three months' extension may be secured upon the presentation of a good excuse to the Extension Department and the payment of a fee of \$3.00.

When a student does not report either by lesson or by letter within a period of 90 days, he thereby forfeits his right to further instruction in the course. Under this condition his fee cannot be refunded. A student is not permitted to carry correspondence work while in residence, either at Ohio University or other college.

### FEES

The fee for correspondence study is \$6.00 a semester hour. A two-hour course, therefore, costs \$12.00; a three-hour course, \$18.00. All fees are payable in advance. In addition to the registration fee of \$6.00 per semester hour the student must forward with his application postage at the rate of 50 cents for each semester hour of the course. In no case will the entire fee be refunded and after the student has reported on three study units, no part of the fee will be refunded. Before three units have been reported upon, a transfer from one course to another may be allowed, but no refund can be granted except for worthy cause.

Books and stationary may be ordered from Logan's Book Store, Athens, Ohio, or the books may be obtained from the publishers.

### ANNOUNCEMENT

In 1931, Ohio University was admitted to membership in the National University Extension Association. This Association is made up of about fifty of the recognized colleges and Universities in the whole country that maintain departments of University Extension. The various universities and colleges are admitted after thorough inspection of the extension work. Students of Ohio University are thus assured that all work satisfactorily done in extension classes or correspondence study will be accredited.

### OTHER ACTIVITIES

Besides correspondence study the Extension Department conducts two other forms of activities—namely, group extension teaching and evening and Saturday classes at the University.

In the former, any community in which twenty or more persons agree upon a course which they desire to study, will be supplied with an instructor from the University faculty, who will meet the class once a week. A limited amount of credit toward graduation may be earned in this manner or the class may be organized for cultural advancement only.

Evening and Saturday classes were offered for the first time in the first semester of 1931-1932. Conditions for admission are the same as for entrance into the regular classes of the University. Students are limited to twelve hours of work for the academic year or six hours a semester. Credit earned is recorded as residence work. A class will be formed for ten or more students.

Persons interested in any of the work of the Extension Department should write to the Director of University Extension for a special bulletin or other information.

## DEPARTMENT OF INSTRUCTION

---

### COURSES OF STUDY

The following courses are offered to meet the needs of students in both colleges—the College of Liberal Arts and the College of Education. Course numbers in 100 and 300 denote subjects in the College of Liberal Arts. Courses in 100 are open to Freshmen. Course numbers in 200 and 400 denote subjects in the College of Education; those in 200 are primarily for Freshmen and Sophomores; those in 400, for Juniors and Seniors.

Many courses in one college will be accepted toward graduation in the other college. They are always accepted when there is no corresponding department in the other college, provided the required studies will allow their selection.

### AGRICULTURE

**201c. Methods in General Agriculture.** This course is divided into six parts; Plant Propagation, Soils, Crop Production, Farm Enemies, Animal Husbandry, and Rural Economics. The main purpose of the course is to enable teachers to present the farm problem in such a way as to enable pupils to decide for themselves whether farming appeals to them as a desirable vocation. Use will be made of the common animals and plants found in every community. Three hours. Dr. Copeland.

**207c. Forestry.** This course aims to acquaint the student with ways of tree and shrub identification. Each student will be required to make a collection of leaves, fruits, and twigs. As far as possible a study will be made of seasonal differences. Two hours. Dr. Copeland.

**218c. Methods in Home Gardening and Floriculture.** This course is planned to acquaint the students with problems that arise in the growing of vegetables and flowers. This study will include conditions favorable and necessary for successful gardens whether being grown for pleasure or profit. Consideration will also be given to gardening and floriculture as a means of teaching soils, seeds, varieties, cultivation, harvesting, and marketing to pupils in rural and village communities. Three hours. Dr. Copeland.

**415c. Evolution and Heredity.** The aim of this course is to consider the prominent theories of organic evolution and heredity. This course is open to students of junior or senior rank and presupposes a knowledge of botany and zoology. Required of all candidates for a degree in the College of Education. Three hours. Dr. Copeland.

**416c. Evolution and Heredity.** Continuation of Course 415c. Three hours. Dr. Copeland.

## ART

**104c. Interpretation of Art.** This course, which is designed to foster an intelligent appreciation of the arts of painting and sculpture is planned for the benefit of the teacher who has not specialized in art, but who is required to teach it in a limited way, as well as for the person who wishes it for its cultural value. The appreciation of the student is developed through a study of the principles of composition, through an analysis of the works of the old and modern masters, and through a critical study of the aims and achievements of schools and movements in the major branches of the Fine Arts. Two hours. Mr. Roos.

## BIOLOGY

**113c. General Bacteriology.** Well adapted to the needs of the general student or to the teacher of hygiene or general science. The course takes up the history of bacteriology, the nature of micro-organisms and their activities, attempting at all times to bring out the relation of the subject to hygiene and the basic relations of bacteria to disease. Three hours. Dr. Frey.

**301c. Human Heredity.** A consideration of heredity in which the inheritance of human characters will receive particular attention. The course is introduced by a study of the mechanism of heredity followed by a consideration of the inheritance of anatomical features, functional defects, mental traits, racial characteristics. Presupposes an introductory course in biology. Three hours. Dr. Kreckler.

**319c. Human Physiology.** Especially adapted for those students who have had no previous training in Physiology or Chemistry.

Sufficient elementary anatomy is given during the course to serve as a basis for the study of the functions of the different organs of the body. The fundamental properties of living organisms, the physiology of each of the large systems composing the human body, as muscles, bones, blood, circulation, respiration, digestion, nutrition, excretion, nervous elements, and reproduction are studied in logical order. No laboratory work. Ample reading material for the course is found in the text, Martin's Human Body. Three hours. Mr. Rowles.

## CHEMISTRY

**103c. General Chemistry.** A fundamental course in college chemistry designed for those who wish to major in Chemistry or to begin a premedical course. Three hours. Mr. Clippinger.

**103Lc. General Chemistry Laboratory.** For those who have a laboratory available an additional hour of credit in connection with the above course may be obtained. One hour. Mr. Clippinger.

**104c. General Chemistry.** This course is a continuation of Chemistry 103c, and comprises the second semester's work in general chemistry. Three hours. Mr. Clippinger.

**313c. Organic Chemistry.** This is a short course in the fundamentals of organic chemistry, intended to furnish a background for those studying in chemistry and allied fields. The work is especially well adapted for biology and home economics majors. Four hours. Mr. Clippinger.

## CIVIC BIOLOGY AND BOTANY

**203c. Botany.** An introductory course. Attention will be given to field work with the identification of plants and a close study of their economic value. The collecting and mounting of specimens will be required. Three hours. Mr. Boetticher.

**204c. Botany.** Continuation of Course 203. Three hours. Mr. Boetticher.

**205c. Civic Biology.** A course adapted to the needs of those teaching the subject. The following topics will be dealt with: (1) insect life of autumn with emphasis on aspects of economic importance; (2) spiders, mites, and ticks; (3) mammal problems with emphasis on rodents; (4) animal parasites; (5) fungi and bacteria; (6) mollusks. The collecting and identifying of specimens will be required as well as some dissecting. Charts and specimens will be loaned. Three hours. Dr. Matheny.

**206c. Civic Biology.** A continuation of Course No. 205c. The topics for study will be: (1) birds; (2) reptiles; (3) water life. Three hours. Dr. Matheny.

## CIVIL ENGINEERING

The two courses given in Mechanical Drawing parallel those given in regular residence work and may be substituted in any engineering course.

**105c. Mechanical Drawing.** No previous knowledge of Mechanical Drawing is presupposed. Much attention is paid to lettering, "Lessons in Lettering," by French and Turnbill serving as a copy book for the exercises. Geometric constructions, orthographic projections and sectional views are taken up and studied in pencil and ink. French's "Engineering Drawing," third edition, serves as a guide.

An outfit for Mechanical Drawing may be secured through the Division of Correspondence Study of Ohio University; price \$15.00 to \$25.00. Any standard make of instruments may be used provided they fulfill the requirements as set forth in the text. Two hours. Mr. Thomas.

**106c. Mechanical Drawing.** A continuation of Course 105c, in which isometric projections, screw threads and bolts, detail and assembly machine drawings and house plans are taken up. Work is done in pencil and tracings are made after drawings have been checked by instructor. The same instruments as were used in Course 105c are used in 106c. Two hours. Mr. Thomas.

**306c. Perspective Drawing.** This course is not only of obvious necessity to engineers and architects, but is adapted to those with a foundation of drawing and descriptive geometry who desire a knowledge of the proper representation of objects as they appear to the eye. A practical study is made of parallel and oblique perspective including shadows on objects and planes. Prerequisite, Course 112, Descriptive Geometry. One hour. Mr. Clark.

## COMMERCE

**100c. Introductory Accounting.** This is a beginning course planned for those who have had less than two years of Bookkeeping in high school. The theory is presented and is applied in the solution of problems and in the writing of sets of books suitable for the simpler types of business. The text

is *Twentieth Century Bookkeeping and Accounting* (Revised). Two hours. Mr. Beckert.

**131c. Business Letter Writing.** This course is concerned with the various letters used in business—the letter of application, recommendation, order, contract, inquiry, sales, adjustment, credit, collection, good will, and information. It deals with the psychology, mechanics, and technique of effective written expression. Two hours. Miss Reynolds.

**161c. Stenography.** The purpose of this course is to introduce the theory of Gregg Shorthand and to give the student a working knowledge of the basic fundamentals of the system. Attention will be devoted to the building of good writing habits leading to skill in the taking of dictation, to a thorough understanding of the elementary principles, to a knowledge of the brief forms of the system, and to developing a skill in the reading of shorthand notes. Three hours. Miss Engels.

**162c. Stenography.** This is a continuation of 161c, open to those who are able to pass satisfactorily a test based on the first six chapters of the Gregg Manual, Anniversary Edition. A skill in the use of the typewriter is presupposed.

A study of the theory of Gregg Shorthand is continued with attention focused upon the use of the various abbreviating principles and to the building of a ready vocabulary based on the five thousand most common words of the English language. An attempt will be made to build up a writing speed and to develop some skill in transcribing. The student will be expected to pass a complete theory test and to transcribe shorthand plates acceptably. Three hours. Miss Engels.

**301c. Accounting.** This course is open (1) to students who enter with two or more units of Bookkeeping, (2) to students who have a grade of C or higher in Introductory Accounting, and (3) to Juniors and Seniors. A review will be made of the principles presented in Introductory Accounting, and more advanced theory will be presented. This course is required of all Sophomores in A. B. in Commerce course. The text is *Accounting Principles* by James O. McKinsey. Three hours. Mr. Beckert.

**302c. Accounting.** This course is open to students who have a grade of C. or higher in Accounting 301. It is required of students who are pursuing the A. B. in Commerce Course. It is a further development of the theory of the subject. Practical problems illustrating the lectures and text books are assigned for solution. Three hours. Mr. Beckert.

**346c. Principles of Marketing.** This course will be devoted to a study of the principles, methods, and policies of marketing agricultural and manufactured products. A knowledge of elementary economics is desirable as a background for the course. Texts: *Principles of Marketing*—Maynard, Weid-ler, and Beckman; *Principles of Merchandising*—M. C. Copeland. Three hours. Mr. Paynter.

**398c. The Teaching of Bookkeeping.** This course is intended for teachers or prospective teachers of bookkeeping in junior and senior high schools. Consideration will be given to the objectives in bookkeeping courses; the place of such courses in the junior and senior high schools; the amount of time to be devoted to the subject. Methods of conducting recitations, grading, keeping

records, examinations, and standards will be considered. There will be discussions of the various methods of approach together with emphasis on such topics as are usually found difficult to present to students in bookkeeping. The use of business papers will be discussed. Opportunity will be given to become familiar with existing textbooks, particularly those intended for first year work. Prerequisite, six hours of accounting. Two hours. Mr. Beckert.

## ECONOMICS

**301c. Principles of Economics.** The purpose of this course is to provide an introduction to economics for university students and the general reader. The course will emphasize the following theoretical material: Production, consumption, distribution, and experiments. Three hours. Mr. Gubitz.

**302c. Principles of Economics II, or Economic Problems.** Course 301c, Principles of Economics is a prerequisite.

An effort will be made to present the chief economic problems; that is, money and banking, business cycle, credit, international economic relations, government and taxation and economic control. Three hours. Mr. Gubitz.

**305c. Labor Economics.** A general survey of the forces that give rise to modern labor problems. The course is given from the standpoint of a citizen and a student interested in the main phases of the modern labor problem—individual and collective bargaining, wages, hours, employment, safety, and health, social insurance, administrative and labor legislation. It endeavors to sketch the background of the various labor problems, indicating the nature and extent of each and describe what legislative remedies have been thus far applied. Three hours. Mr. Gubitz.

**315c. Public Utilities.** A general survey will be made of the economic basis of public utility enterprise. The course will include a brief consideration of the historical development of the different utility industries, together with an analytical study of the agencies which developed to regulate them. Other topics include a study of the administration of public utilities under regulation; the movement for physical valuation; corporate financial policies; public control of security issues; rate of return; a critical consideration of valuation standards; government and municipal ownership; service-at-cost method of regulation; and a general summary of trends of development of regulation. Two hours. Mr. Hellebrandt.

## EDUCATION

**261c. History of Modern Elementary Education.** A course treating especially the development of the curriculum and methods of teaching in elementary schools. The influence of the Reformation. The revival of commerce, and the development of science in elementary education is pointed out. The course also emphasizes American schools as influenced by early English conditions and by the educational views of Rousseau, Pestalozzi, Herbart, and Froebel. This course should be elected by teachers in the elementary schools. Three hours. Dr. Gard.

**467c. History of Education.** Ancient and Mediaeval periods, Greek, Roman, and Mediaeval theory and practice. Emphasis will be laid upon political, social, and economic conditions in so far as they influence the structure



and control of Western education. Special attention will be given the educational views of Socrates, Plato, and Aristotle; the influence of the Christian Church on education is discussed; the development of university life and the renaissance period including the educational contributions of Rabelais, Montaigne, and Erasmus. This course closes with the opening of the Reformation period. Students interested in the development of education from the point of view of general culture should elect this course. Three hours. Dr. Gard.

**468c. History of Education in the United States.** The European influence on American colonial life and education; social, economic, and political forces and their influences on the development of education; the rise and expansion of public education; the growth of the high school, and the development of a teaching profession; the support and control of public education. The period from colonial times to the present is treated. Students desiring some knowledge of the origin and growth of public education in the United States should elect this course. Three hours. Dr. Gard.

**472c. History of Secondary Education.** This course endeavors to trace the place of secondary education in the history of western civilization. The early history of secondary education is passed over rather rapidly. Its development during the last century receives extended attention. An opportunity is given the student to become acquainted with secondary education in England, France, and Germany. Students should select this course who are teaching in secondary schools and who desire to become more familiar with this phase of education. Three hours. Dr. Gard.

**262c. Principles of Elementary Education.** An elementary course, intended for those without much acquaintance with elementary school work, and designed primarily to meet the State Department of Education requirement for the Elementary Certificate. The course is a study of the principles underlying the selection of subject-matter and the principles of the learning process applied to teaching elementary school subjects. Prerequisite: This course is open only to students who have completed 48 semester hours of college work. Three hours. Dr. Hansen.

**461c. Principles of Secondary Education.** In this course an effort is made to set forth the fundamental principles or philosophy of secondary education. To realize this objective a study is made of secondary education in three countries of Europe and in the United States. The following topics receive consideration: (a) the general purpose of secondary education; (b) the relation of secondary education to other levels of education; (c) the selecting of students for secondary schools; (d) the content and organization of the curricula; (e) the relation of secondary education to vocational education; (f) the qualifications of teachers in secondary schools; (g) the general methods of instructions; (h) the evaluation of the progress of students; and (i) a comparison of the results of secondary education. Three hours. Dr. Gard.

**267c. Educational Measurements (Introduction).** A study of the use of educational tests and scales in the intermediate and upper grades. Practice in giving and scoring tests, charting and diagnosing the result. Attention given to remedial treatment of unusual difficulties revealed by the tests. Open to Sophomores preparing to teach in the intermediate and upper grades. Two hours. Dr. Class.

**285c. Classroom Management.** This course is designed to give the student an acquaintance with the mechanics of managing a classroom. It deals with such subjects as organization, control, attendance, keeping records, making reports, classification, promotion, program making, auxiliary educational agencies, looking after the health of the pupils, the motivation and socialization of school work, teaching pupils how to study, the assignment of lessons, types of the recitation, adapting school work to individual differences, measuring the results of teaching, and other routine factors. Throughout the course, special emphasis is placed upon classroom management as a social problem of large potential importance. Open to Freshmen and Sophomores. This course is open to persons actually engaged in teaching. Three hours. Dr. Beechel.

**289c. The Elementary Curriculum.** Careful attention is given to the following topics: The objectives of modern education, the place of the curriculum in the modern school, its adaptation to the learning ability of the pupils, the teacher's proper relation to the improvement and success of the curriculum, and the objectives, content material, methods of teaching, and standards of attainment of the various subjects comprising the curriculum. This course is accepted by the State Department of Education as fulfilling the three hours requirement in school administration for certification. It is especially recommended for teachers with experience who are members of committees engaged in curriculum revision or the writing of a new course of study in some elementary school subject. Prerequisite: This course is open only to students who have completed 48 semester hours of college work. Three hours. Dr. Hansen.

**485c. School Administration.** This course in school administration is designed to meet the needs of advanced students, experienced teachers, and administrators. Some of the topics considered are: The history and development of school administration, the organization of the school system for effective work, the school administrator and his work, the teaching corps, courses of instruction, promotion of pupils, school costs, salary schedules, special schools, and related topics. Three hours. Dean McCracken.

**487c. High School Administration.** This is a general course designed to meet the needs of the teacher beginning his work as a high school teacher. It may serve also as a general introductory course for high school principals. The course deals with the problems of organization and administration of the high school—both Junior and Senior. The duties and responsibilities of the principal and the teacher-principal relationships are given special attention. Open to students with Junior and Senior standing. Three hours. Dean McCracken.

**493c. Guidance.** This course will deal with the various phases of educational and vocational guidance. These will include the meaning of and necessity for guidance, and the fields of activity in vocational guidance including the study of occupations, the analysis of the child, the study of opportunities for vocational training, the study of opportunities for employment, placement and follow-up, and scholarships. The course will deal also with the administration of vocational guidance and methods to be used in giving direction and assistance to children and youth. Two hours. Dean McCracken.

## INDUSTRIAL EDUCATION

**205c. Woods and Finishes.** A study is made of the different wood finishes. The physical qualities and appearances of the common woods are studied, with the view that one can readily distinguish the different woods and select the kinds best suited for the school shop. Two hours. Mr. McLaughlin.

**420c. Methods of Teaching Industrial Arts.** This is a study of the methods of teaching the industrial arts, and it is required of all students whose major study is industrial education. Students will be taught to construct lesson plans and job sheets and to operate an accounting system for school shops. Emphasis will be placed on the making and scoring of shop tests and related information tests, and on the scoring of mechanical drawings and shop projects. Three hours. Mr. Kinison.

**428c. Problems of Industrial Education.** This course is a comprehensive survey of the field of industrial education, and each phase of modern industrial education will receive particular emphasis. These phases include the full-time unit-trade school, the corporation school, the correspondence school, the evening school, the general continuation school, the part-time school, and industrial arts in the elementary schools, in the junior high school, and in the senior high school. A study of the training of female industrial workers will also be made in the course. Three hours. Mr. Kinison.

## EDUCATION—SPECIAL METHODS

**201c. Methods in General Agriculture.** (See Agriculture.)

**207c. Physical Education Methods.**

**207c. Teaching Arithmetic in Primary Grades.** (See Mathematics.)

**209c. Teaching Arithmetic in Intermediate Grades.** (See Mathematics.)

**210c. Literature and Composition for the Grammar Grades.** (See English.)

**211c. Teaching History in Elementary Schools.** (See History.)

**226c. The Teaching of Language in the Grades Three to Six.** (See English.)

**227c. The Teaching of Language in the Junior High School.** (See English.)

**229c. The Psychology and Pedagogy of Spelling.** (See English.)

**265c. Teaching Reading in the Primary Grades.** A course planned to acquaint primary grade teachers with the best methods of training pupils to read. It deals with both the recreatory type and the work type of reading; the levels of achievement for the three grades; the preparation period, the initial period, and the period of rapid growth in fundamental attitude, habits, and skills. Scientific investigations into the field are examined for their results as applied to the work of teaching. Two hours. Dr. Hansen.

**266c. Teaching Reading in the Intermediate Grades.** The work is designed for training teachers in methods of teaching reading effectively, in grades four, five, and six. It begins with a general summary of methods used in the primary grades and a discussion of the levels of achievement for the first three grades. The study includes procedures and materials in train-

ing children for the efficient use of books for the purpose involved in social needs and future school needs. Remedial work is an important point considered. Two hours. Dr. Hansen.

**313c. Teaching Public Speaking** (See Public Speaking).

**398c. Teaching of Bookkeeping** (See Commerce).

**412c. Teaching History in Junior and Senior High Schools.** (See History.)

**441c. The Teaching of Health and School Health Problems.** (See Physical Education.)

## ENGLISH

**101c. English Composition.** Required of all students in the College of Liberal Arts. The purpose of the course is to develop accuracy and clearness in expression. Textbook assignments and frequent themes. Three hours. Mr. DeLancey, Mr. Mackinnon, Mr. McQuiston, Mr. Peckham.

**102c. English Composition.** A continuation of 101c. The work will be largely in the field of narration. Textbook assignments and frequent themes. Three hours. Mr. DeLancey, Mr. Mackinnon, Mr. McQuiston, Mr. Peckham.

**201c. Freshman Composition.** Required of all students in the College of Education. The purpose of the course is to teach the student the principles of written composition, correlated with methods of teaching composition in the grades. Three hours. Mr. Slutz.

**202c. Freshman Composition.** Continuation of 201c. Three hours. Dr. Heidler.

**204c. English Poetry from 1789 to 1890.** This course, beginning with the chief romantic poets (Wordsworth, Byron, Shelley, Keats) and extending to the last of the Victorians (Browning and Tennyson), aims to provide a survey of English life and English ideas as reflected in the poetry of the nineteenth century. Three hours. Dr. Caskey.

**205c. American Prose.** One of the four courses in literature—203, 204, 205, 206—is required of students in the two-year and four-year courses in the College of Education. American Prose is one of these. This course is also accepted as an elective in the College of Arts. The work is based upon selected material from Franklin, Irving, Cooper, Poe, Hawthorne, Emerson, Thoreau, and Lowell. An intensive study is made of the “The Scarlet Letter” and some of the representative essays of Emerson and Lowell. Three hours. Dr. Foster.

**206c. English Essay of the Victorian Period.** This is a study of representative essays of Carlyle, Macaulay, Thackeray, Bagehot, Morley, Ruskin, Arnold, and Stevenson. Three hours. Dr. Foster.

**208c. Juvenile Literature.** A study of myths, fables, folk-lore, fairy tales, and one epic. Language work. Two hours. Miss Kahler.

**210c. Literature and Composition for the Grammar Grades.** Folk-lore suitable for these grades; material from the poetry and prose of American and English writers. Method work in composition. Two hours. Miss Kahler.

**226c. The Teaching of Language in Grades Three to Six.** The aims of this course are as follows: To discuss ends to be achieved in teaching language; principles underlying selection of subjects for writing; an outline of

what knowledge of the mechanics of writing, what habits of correctness in their use, what knowledge of grammar, and what power in composition, oral and written, can be expected of children at different points in the grades; the relation of oral and written composition; methods of correcting errors. Prerequisite, 201 Freshman Composition. Two hours. Miss Apgar.

**227c. The Teaching of Language in the Junior High School.** A study of the content and presentation of language work for grades 7, 8, and 9 which continues the work of course 226c, although this course may be taken without the other. The topics to be considered are composition as a social study, freedom and accuracy in expression with study of models, the grammar of the English sentence, drills and spelling problems. Prerequisite, 201 Freshman Composition. Two hours. Miss Apgar.

**229c. The Psychology and Pedagogy of Spelling.** The process of learning spelling and the operation of the spelling habit; the relative value of the drill method and the incidental method of teaching spelling, of the oral and the written spelling lesson, and of the writing of words in dictated sentences or in columns; the sources of difficulty in English spelling; individual difficulties in spelling—these and related topics with the psychological principles that control them constitute the subject-matter of the course. Two hours. Miss Apgar.

**303. A survey of English Literature from the Beginning to 1774.** The historical development of English literature from the death of Pope to the present day; the lives and works of the most important and most representative authors, the principal literary forms and tendencies, and the political and social backgrounds of the various periods. This course, with its companion 304c, is the only University course providing a general foundation for all advanced study of English literature. It is recommended to all high school teachers of English and to any other mature person who desires a broad general knowledge of English literature. Three hours. Mr. Peckham.

**304c. A Survey of English Literature from 1744 to the Present Day.** The historical development of English literature from the death of Pope to the present day; the lives and works of the most important and most representative authors; the principal literary forms and tendencies; and the political and social backgrounds of the various periods. This course, with its companion 303c, is the only University course providing a general foundation for all advanced study of English literature. It is recommended to all high school teachers of English and to any other mature person who desires a broad general knowledge of English literature. English 303c is a valuable introduction to this course, but not a prerequisite. Three hours. Mr. Peckham.

**307c. Modern American Literature.** This course will be mainly concerned with the new genuinely national literature which arose in the period following the Civil War. After a rapid survey of the political and social backgrounds and of the principal literary tendencies of the period, some attention will be given to the leading transition writers. Most of the course, however, will be devoted to the pioneers of the new native literature. Taylor, Aldrich, Stedman, Lanier, Harte, Hay, Mark Twain, and Whitman will be studied as representative writers. Two hours. Mr. McQuiston.

**308c. Modern American Literature.** A continuation of 307c. which, however, is not a prerequisite. Romantic, realistic, local color, and journalistic tendencies will be traced in the literature of the new national period. The

history of the novel, the short story, and the later poetry will be brought down approximately to the present. Two hours. Mr. McQuiston.

**326c. The Short Story.** A study of the history, criticism, and technique of the short story. The student will be required to read and report on a considerable number of representative short stories. Two hours. Mr. McQuiston.

**320c. Recent British Poetry.** A study of the poetry of Rudyard Kipling, A. E. Housman, Robert Bridges, Thomas Hardy, John Masefield, Alfred Noyes, Wilfrid Wilson Gibson, William Henry Davies, Rupert Brooke, and others. Two hours. Mr. Peckham.

**322c. Tennyson and Browning.** A study of the most representative works of the two major Victorian poets. The course includes a brief consideration of the lives of these men in relation to their backgrounds and their art. Three hours. Mr. Peckham.

**329c. Readings in Modern Literature.** An elective course in the College of Liberal Arts. The reason for offering this course is the belief that many persons who would like to form an acquaintance with the best literature of our own day are unable to do so, because they lack the means to buy all of these books, and are not near great public libraries. About fifteen of the outstanding books of recent years in several fields—the novel, drama, poetry, travel, biography, etc.—will be read. The books are not to be studied; they are to be read for pleasure. The student will write an informal discussion of each. No text will be used, but a special fee of three dollars will be charged for the use of the required books, which will be furnished by the Division of Correspondence Study. Two hours. Mr. Mackinnon.

**405c. Contemporary American Poetry.** This course embraces a study of the recent tendencies in American poetry as represented in the work of Robinson, Sandburg, Frost, Amy Lowell, Masters, Lindsey, and others. Two hours. Open to Juniors and Seniors. Dr. Foster.

## GEOGRAPHY AND GEOLOGY

The department of Geography and Geology reserves the right to reject any applicants for correspondence work whose preparation and experience does not seem to fit them to carry the work successfully. In general, high school graduates without college work in geography or experience in teaching should not attempt courses in the department because of unfamiliarity with maps and equipment. Judgment as to the applicant's ability to carry the course will be based upon information submitted upon the application blank. The following courses are accepted as science requirements in the College of Liberal Arts and in the College of Education.

**203c. Geography and Environment.** A course in the aspects of geography which have to do with the response of man to his physical environment. This is the first semester of a year's work in geography in the College of Liberal Arts. A cultural and practical course. High school physical geography a prerequisite. Three hours. Dr. Cooper.

**208c. Economic and Regional Geography of North America.** This course will develop in considerable detail the geography of the geographic divisions of North America. It will also develop a method of continental study of great value to teachers. This course or any other of the continental studies offered

should be taken as the second half of the year's work by students of the College of Liberal Arts. These continental studies are also adapted to the needs of the students of the School of Commerce. Three hours. Dr. Cooper.

**209c. Economic and Regional Geography of South America.** Description same as for 208c. Three hours. Dr. Cooper.

**407c. Geographic Influence in American History.** A course which is intended to show the close correlation of geography and history in the development of our nation. The course should be of great help to teachers of geography and history. Three hours. Miss Atwood.

**414c. Geography of Production, Trade, and Consumption.** A study of the production, preparation, trade, and consumption of the world's major products of food, clothing, tools, and shelter. The course shows how the material things of the world have influenced man's interests and should prove especially helpful to Junior High School teachers of geography. Three hours. Miss Atwood.

## GERMAN

The following courses are offered for those who, having already at some time, mastered the rudiments of German grammar and pronunciation, desire a better reading knowledge of the German Language.

**303c. Second year German.** German grammar carefully reviewed, with exercises in composition directed to aid the student in his efforts at reading; the reading of several German short stories and some lyric poetry, grading from material easily read to that of intermediate difficulty. The prerequisite for this course is one year of German in college or two years in high school, or an equivalent to the department. Three hours. Mrs. Matthews.

**304c. Second year German.** Continued grammar review and composition; further reading of short stories, poetry, and one or two plays. Prerequisite—303c or 303. Three hours. Mrs. Matthews.

## HISTORY

**101c. Medieval European History.** A study of the social, political and economic development of the Modern European states during their formative periods in medieval time. This course and course 102c form the basis for all work in the European history field. Text: Thatcher and McNeal—"Europe in the Middle Ages." Collateral reading. Three hours. Mr. Jones.

**102c. Modern European History.** The development of the great institutions in England, France, Germany, etc. It is the aim of this course to give a foundation in European history to those wishing to specialize in that field. The work, general in character, will be of direct benefit to the American history students as well as the average American citizen. May be taken as a separate course or as a continuation of course 101c. Text; Schevill, "Political History of Modern Europe." Collateral reading. Three hours. Mr. Jones.

**117c. History of Greece to the Death of Alexander the Great.** Open to all students. Text: Botsford, *Hellenic History*. Two hours. Mr. Jones.

**118c. History of Rome to 476 A. D.** Continuation of Course 117. Text: Book, *History of Rome*. Two hours. Mr. Jones.

**201c. American History.** This course follows the development of our country from the earliest inhabitants through the discoveries, exploration and colonization, revolution and independence, constitutions, nationalism, the new West, and sectionalism. Three hours. Mr Hoover, Mr. Morrison, Dr. Smith.

**202c. American History.** This course follows Course 201c, beginning with reconstruction, and covers the field to the present time. Three hours. Mr. Hoover, Mr. Morrison, Dr. Smith.

**211c. Teaching History in Elementary Schools.** The history of history instruction in the schools; the course of study; methods and materials for the several grades of instruction; testing results; school problems related to history teaching. Two hours. Dr. Smith.

**212c. The History of the South to 1860.** The purpose of the course is to give the student an understanding of the social, political, and economic conditions of the ante-bellum South. Topics: Geography of the South; origins of the people; the South in the American Revolution; the rise of the political institutions and philosophy of the South; social and economic conditions; the struggle between the tidewater region and the up-country; the rise of the cotton states; expansion into the Southwest; the ascendancy of the lower South; religion and education; plantation life; the slavery system; transportation; role of the South in national affairs; sectional alliances; the drift towards nationalism. Three hours. Mr. Morrison.

**214c. The New South.** The purpose of the course is to give an understanding of the social, political and economic life of the people of the South since the Civil War. Topics: The background in the cotton plantation and Civil War times; the situation facing the disbanded soldiers; the farmer and the land; industrial development; labor conditions; the problem of white and black; educational progress; the South of today. Three hours. Mr. Morrison.

**215c. The United States since the World War.** An introduction to the intricate problems and trends of the new era. General economic development; social problems; banking, finance, search for markets; immigration; agriculture and industry; politics; foreign policies: economic, political, naval and military, international. Three hours. Mr. Morrison.

**221c. Social and Industrial History of the United States.** The current social and industrial conditions in the United States will be traced from their beginnings; and European conditions which furnish traceable influences will be considered. Some of the subjects are the natural resources, the influence of cheap land, the effect of invention, machinery, and science, the development of agriculture and manufacturing, the rise of the great industries, capitalism, business combination, labor organization, and government regulation. Three hours. Dr. Smith.

**311c. English History During the Tudor Period.** Open to Sophomores, Juniors, and Seniors. This course deals with the narrative and constitutional history of England during the 16th and 17th centuries. No true conception of the English people of today can be gained without knowledge of these formative periods. Two hours. Mr. Jones.

**312c. English History During the Stuart Period.** This course deals with the history of England during the 17th century. The breaking down of absolutism and the establishment of the principle of the sovereignty of the people form the underlying current of history of the period. Two hours. Mr. Jones.



**313c. French Revolution and Napoleonic Era, 1789-1815.** Open to Sophomores, Juniors, and Seniors. The story of the French Revolution. The rise and fall of Napoleon the Great. Three hours. Mr. Jones.

**314c. Contemporary Europe in the 19th Century.** The course is the connecting link, in the European History, between the Congress of Vienna and the World War. The formation of the German Empire, the French Republic, the Italian Monarchy, and the English "Democracy," with their inter-allied relations lay the basis for this course. Three hours. Mr. Jones.

**407c. Western American History.** The westward movement in American history is traced from the migration from the Atlantic Coast into the Mississippi Valley to the occupancy of the Trans-Mississippi West. The history of Ohio as a part of the movement is considered. The influence of the frontier on American life and institutions is emphasized. Three hours. Dr. Smith.

**409c. American Statesmen.** This is an advanced course in American History in which the entire field of American History is studied from the lives of the leading men of the times. Each student will prepare lessons on twenty characters assigned by the instructor. Two hours. Mr. Hoover.

**412c. Teaching History in Junior and Senior High Schools.** The development of instruction in history, civics, economics, and sociology; the objectives and content of these subjects; the socialized course of study; the standardized tests; and problems of teaching these subjects. Two hours. Dr. Smith.

**415c. History of American Political Parties.** Two hours. Mr. Hoover. (See Political Science.)

**416c. Ohio History.** A study of the history of the State of Ohio, from the first settlers to recent times. There is no satisfactory text on this subject. Students who are registered in this course are expected to have access to either the publications of the Ohio Archaeological and Historical Society or Randall and Ryan's History of Ohio, five volumes. Two hours. Mr. Hoover.

**421c. The History of American Foreign Policy.** The course gives an introduction to the practice of diplomacy, and the working organization of the Department of State, and the relations of the United States with foreign states. Topics: The establishment of independence; freedom of the seas; territorial expansion; establishment of boundary; the Monroe Doctrine; the controversies of the Civil War; expansion of interests; the entry of the United States into the World War; the peace treaties resulting from the World War. Three hours. Mr. Morrison.

**422c. Problems in American History.** A course providing an introduction to methods for determining historical facts, and their application to special problems in American History. Admission by consent of instructor. Two hours. Mr. Morrison.

**423c. Latin American History.** A survey of Spanish and Portuguese America from the establishment of colonial settlement through the wars of independence; the transfer of Hispanic civilization in language, customs, religion, trade, and political institutions; Indian relations; labor and social conditions; education and industry; struggles for independence. Two hours. Dr. Smith.

**424c. Latin American History.** The establishment of the modern republics; evolution of their political theory; struggles for political stability; ex-

ploitation of natural resources; diplomatic and commercial relations with the United States and Europe; international problems; contemporary progress. Two hours. Dr. Smith.

**425c. The United States, 1850-1877.** A study of the political, social, and economic situation during the period of the Civil War and Reconstruction—the period of transition from agricultural control in national politics to predominance by the rising urban and industrial groups. Topics: The situation in the North and South from 1850 to 1860; the formation of the Confederacy; a brief survey of military and naval operations; the blockade; foreign relations; life in North and South during the war; raids from Canada; collapse of the Confederacy; political reconstruction; industrial revolution in the North; the changing South; demoralization in the early seventies; the election of 1876-1877; restoration of home rule in the South. Three hours. Mr. Morrison.

### HOME ECONOMICS

**252c. Textiles and Consumer Buying.** This course includes a study of textile fibers as to source, composition, and use. It takes up fabrics from a structural, and utilitarian, and an aesthetic standpoint. It consists of readings, problems and laboratory work. The course is required for home economics majors electing the teachers course or the business training course in clothing and textile fields. Three hours. Miss Morse.

**418c. Interior Decoration.** (Home Planning.) Practical applications of the principles of design and sanitation and of the theory of color are employed in studying the problems of planning and furnishing homes which fit our social and economic needs. Required of all students majoring in Home Economics. Three hours. Miss Morse.

### MATHEMATICS

**101c. Plane Trigonometry.** The definitions of the trigonometric functions and the relations among them; the addition theorems, functions of the double and half angles; computations with logarithms and the solutions of the oblique triangles. Two hours. Dr. Reed.

**102Ac. Analytic Geometry.** Polar and rectangular coordinates, the study of equations and their graphs by both analytical and geometrical methods, the intersections of curves and tangents. This course covers the first three fifths of the regular five-hour course given at Ohio University. Three hours. Dr. Starcher.

**102Bc. Analytic Geometry.** A continuation of the material in 102Ac given entirely to the study of the circle, hyperbola, ellipse, and parabola. Two hours. Dr. Starcher.

**207c. Teaching Arithmetic in the Primary Grades.** A very practical course for teachers in grades one, two, and three, for elementary supervisors, and for those who plan to occupy such positions. Detailed method suggestions and the relations among them; the addition theorems, functions of the primary grades are given. The results of experimental studies and of recent developments in educational psychology are incorporated. Three hours. Dr. Morton.

**209c. Teaching Arithmetic in the Intermediate Grades.** This course deals with methods of presenting the subject matter of the arithmetic curriculum in grades four, five, and six. The course presents, in a very practical way, the best methods of teaching common and decimal fractions, the elements of percentage, and problem solving, as well as the four fundamental operations with whole numbers. The text used is one of the books adopted by the Board of Control of the Ohio Teachers' Reading Circle for the year, 1927-1928. Three hours. Dr. Morton.

**211c. Freshman Algebra I.** This course is designed for those students who have had but one year of algebra in high school. A review of first year algebra is provided. Each topic reviewed is extended into higher and more difficult levels than is usual in a high school course. Topics studied intensively include factoring, fractions, powers and roots, exponents, radicals, quadratic equations, systems of equations, ratio and proportion. Three hours. Dr. Morton.

**212c. Freshman Algebra II.** Students who have completed Freshman Algebra I, 211c, and students entering with one and one-half or more units of entrance credit in algebra are admitted to Freshman Algebra II. This course in college algebra is designed primarily for prospective teachers of high school mathematics. Linear and quadratic functions, arithmetic and geometric progressions, mathematical induction, complex numbers, permutations, combinations, probability, and theory of equations are among the topics treated. Three hours. Dr. Morton.

**409c. Statistics.** This course deals with elementary methods of collecting, organizing and interpreting quantitative data. The principal topics included are: the construction of frequency tables, graphic methods, averages, variability, percentiles, correlation, and probability and the normal curve. Three hours. Dr. Morton.

**410c. Advanced Statistics.** Non-linear relations, partial correlation, multiple correlation, regression, transmutation of scores, reliability, and the interpretation of correlation coefficients are the principal topics included in this course. Practice is provided in the use of logarithms and statistical tables. The course is open to those who have completed Course 409c or its equivalent. Three hours. Dr. Morton.

## MUSIC

**101c. Essentials of Music.** This introductory course is designed to give the student a basic knowledge of notes, rhythms, notation, scale and chord formation. Two hours. Mr. Kresge.

**Harmony.** This course is designed to enable students to become acquainted with the more usual Harmonic and Melodic progressions, and the laws underlying them. The aim of the course is not merely to explain these progressions but to present the means by the practice of which the student may become familiar with them and to enable him to write, think and hear tone.

**103c. Harmony.** Notations; intervals; rhythms; scale formation; triads; harmonizing of melodies; inversions; passing and auxiliary notes; original work. Prerequisite, knowledge of elementary theory, notation, and keys. Two hours. Mr. Kresge.

**104c. Harmony.** Study of chord structure; continued key relationship and modulation; melody writing; harmonization of original melodies; given melodies and figured basses. Prerequisite, Harmony 103c. Two hours. Mr Kresge.

**109c. Instrumentation.** Required of all candidates for the music degrees. A study of the classification and scope of all orchestral instruments. Arranging and scoring for orchestra. Admission only by permission of instructor. Three hours. Mr. Robinson.

**110c. Instrumentation.** Laboratory course. Scoring for full orchestra and smaller units. Prerequisite 109c. Three hours. Mr. Robinson.

**113c. Music History.** The history of musical expression from primitive times, covering the Greek and Roman period, early Christian music, polyphony, beginnings of opera, song oratorio and orchestra, and the period of Classicism. The course is designed to give the student an intimate acquaintance with music through the study of forms of expression, instrumental and vocal, the study of artists, and their historic background. Two hours. Miss Cutler.

**114c. Music History.** Continuation of Course 113c. Covering the eighteenth century, with intensive study of the great musicians and movements of the period and including the study of Beethoven, the "Culmination of the Classic and Prophet of the Romantic." Two hours. Miss Cutler.

(113c and 114c are required for the degrees; Bachelor of Music, and Bachelor of Science in Education with a major in Music Education.)

**115c. Music History.** The period of Romanticism; the development of the national schools of the later nineteenth century, (The Russian, French, Scandinavian, British, etc.) the beginnings and growth of music in the United States to the twentieth century. This course is not required for degree and may be elected at any time. While Courses 113c-114c are not prerequisite their study would greatly aid in the comprehension and enjoyment of the course. Two hours. Miss Cutler.

## PHILOSOPHY AND ETHICS

**103c. Introduction to New Testament Thought.** Religion has been one of the major factors in the development of civilization in the West, especially the Christian religion. To understand contemporary culture requires a true knowledge of this powerful movement in religion and morals. The most adequate and authentic source of this information for the formative period is the literature and history embodied in the New Testament. This course is meant to ascertain the origin and value of its several types of thought and experience for philosophy and religion. The course will begin with a survey of the background and history of New Testament times. This will be followed by study of the development of the New Testament writings. With these as a basis detailed study will be made of the teachings of Jesus and Paul and of the other important types of New Testament teaching. Three hours. Dr. Houf.

**301c. Problems of Conduct.** The aim of this introductory course in ethics is to aid the student in understanding the moral experience of the child and adult in primitive and civilized group life. Attention is given to the origin and development of moral ideas with a view to seeing what psychological

and social forces are at work in making and unmaking moral standards. A survey of the historical and present-day moral theories is made in order more intelligently to develop a constructive theory of personal and public morality. The student is directed to see that at the root of every important social question, e. g., of government, industry, education, family, and race relations, is a moral problem the facts about which are to be brought under reflective treatment. Three hours. Dr. Gamertsfelder.

**303c. Introduction to Philosophy.** For students who wish to know what philosophy is, what its problems are, and how philosophy is related to the special sciences, to religion, morals, poetry and general literature. Following are some of the topics which will be treated in an elementary way: The origin and nature of knowledge, the meaning of explanation and the tests of truth; what is matter, life and mind; evolutionism, naturalism, materialism, realism, pragmatism, idealism, mysticism, skepticism and agnosticism; the soul, freedom, immortality, God, good and evil. Three hours. Dr. Gamertsfelder.

### PHYSICAL EDUCATION

**207c. Physical Education Methods.** Neilson and Van Hagen's "Physical Education for Elementary Schools" will be used as the text. The course deals with the methods of physical education for elementary and secondary schools, classifying and planning a graded program in physical education; and will provide material for the teaching of physical education activities. One hour. Mr. Rhoads.

**208c. Kinesiology.** A course in applied anatomy dealing with the principal types of muscular exercises, with inquiry as to how they are performed, how they react on the body, and their relation to the problems of bodily development, bodily efficiency, and the prevention and cure of certain defects and deformities. Two hours. Mr. Trepp.

**211c. Essentials of Scout Leadership.** This course has been organized in response to the increasing need for trained scout leaders. The course material embraces the purpose of Scouting and Psychological principles involved in Scout instruction. The instructor will provide mimeographed notes to supplement assigned readings in the Scout manual. Two hours. For men—Mr. Trepp. For Women—Miss LaTourette.

**283c. Personal Health.** This is a subject-matter course which is designed to provide students with a fundamental knowledge of health, a knowledge of the source of health material, and an appreciation of the means whereby the health of the individual may be improved. Three hours. Mr. Trepp.

**411c. History and Principles of Physical Education.** A study of the physical education of all countries; their philosophies of exercise and recreation; and the contribution of each to present-day physical education methods. Two hours. Miss Hatcher.

**412Ac. Theory of Play and Games.** Lee's "Play in Education," "The Normal Course in Play," prepared by the Playground and Recreation Association of America, and some pamphlets issued by the same association will be used as texts. The course will take up a study of the various theories of play, the part of play in the development of manhood and womanhood, the variations necessary for age, sex, etc. It will also include a study of recent

playground and community recreation developments, and will provide the material for the teaching of games, community singing, community dramatics, and other recreational features. Two hours. Mr. Bird.

**412Bc. Practice of Play and Games.** Continuation of Course 412Ac. Two hours. Mr. Bird.

**413c. Theory of Orthopedics.** This course is concerned with Administration of Orthopedics and with the methods of treatment of postural and other defects which may be cared for by the Physical Education teacher. Special attention is given to various types of exercises which may be prescribed for specific defects. Two hours. Mr. Trepp.

**415Ac. First Aid.** This is a practical course for the layman, academic teacher and teacher of health and physical education. The American Red Cross text and pamphlets published by the National Safety Council will be used as reference material. A study will be made of the following: accident prevention, general significance of safety in terms of complex living conditions, administration of First Aid to the injured.

Additional materials will be given to academic teachers and teachers of health and physical education showing how First Aid may be taught in the elementary and secondary schools as part of the health education program. Two hours. Mr. Herbert.

**415Bc. Athletic Training and Care of Injuries.** This course is designed for those who have responsibilities in coaching and training athletic teams. Among the topics considered are: the hygiene of athletic training, the detailed steps for conditioning athletes, treatment and care of athletic injuries, team morale, safety in school athletics. Two hours. Mr. Herbert.

**441c. The Teaching of Health and School Health Problems.** This course meets the State requirements of a four-hour health education course for all those students taking a major or minor in Health and Physical Education. In addition to this requirement the State Department of Education has recommended that such a course be "offered as an elective and, whenever feasible, required of all teachers in training." This is not a content course dealing with health information and knowledge. Rather it is concerned with the principles and methods involved in the teaching of health and in the operation of a health service. It should, therefore, be especially valuable to all special teachers of health as well as to grade school teachers because of the almost uniform necessity of their including health instruction in the curriculum. Four hours. Mr. Trepp.

## PHYSICS AND ELECTRICAL ENGINEERING

**101c. This Physical World.** The nature and behavior of the modern physical world, including such phenomena as; thermal effects, sound and musical instruments, radio, talking motion pictures, nature of light, color, and optical instruments. Such a course will fill the needs of those who are interested in knowing the "why" and "how" of our everyday physical contacts. This course will fulfill the physical science requirement for graduation, except for pre-medical and pre-dental students. Three hours. Dr. Heil.

**102c. This Physical World.** Continuation of course 101c. Three hours. Dr. Heil.

**103c. Freshman Physics.** (1) For teachers and prospective teachers of physics who have had the high school course and who are seeking a more thorough and more advanced knowledge of the subject; (2) for any who wish to save time in college by working out the text, thus securing three hours of the required credit. It may be possible, if satisfactory laboratory is available, to secure the full four hours credit, thus satisfying the pre-medical requirement.

The course begins with a consideration of basal terms and units, and a brief treatment of the relations and sides of triangles. Then follows a study of kinds of motion and their laws; forces; the relation of power, work and energy; the simple types of machines; molecular physics; fluid pressure; the properties of gases; hydraulic principles; temperature and its measurement. Three hours. Mr. Atkinson.

**103ac. Freshman Physics Laboratory.** This course is designed to accompany the theory course 103c. It may be done by those who have access to a good Physics laboratory or the equivalent equipment. The subjects covered are mechanics, heat, and sound. One hour. Mr. Green.

**104c. Freshman Physics.** Prerequisite, Freshman Physics 103c or its equivalent. The credit for having completed this course cannot be used to satisfy the physical science group requirement until satisfactory laboratory work has been completed. Such laboratory work will be planned for students who have access to the proper apparatus.

An elementary course in magnetism, electricity, and wave motion. Three hours. Mr. Atkinson.

**104ac. Freshman Physics Laboratory.** The second half of Physics laboratory. Electricity and Light. One hour. Mr. Green.

The four courses 103c, 103ac, 104c, and 104ac, are the eight hours in Physics required for entrance into medical schools.

**113c. Elementary Radio.** A practical course in the radio art designed for that very numerous class of persons who are not experts but who have an interest in learning some of the principles and practices of this branch of science. Two hours. Mr. Green.

**113ac. Elementary Radio Laboratory.** A laboratory course to accompany 113c. If the student has access to a high school Physics laboratory or is willing to purchase the required apparatus himself he may secure an additional hour of credit in radio by working this laboratory course in the principles of Radio. One hour. Mr. Green.

**307c. The Acoustics of Buildings.** This course is intended to fill the need of school men and others for some technical knowledge of the problem of designing auditoriums and other buildings where public programs are to be given. The principles of sound reflection, transmission, absorption, reverberation and distribution are studied and applied to the design of new auditoriums and to the correction of faulty ones. Special attention is given to the problem of sound moving picture accompaniment. Two hours. Mr. Green.

**346c. Illumination and Photometry.** It is to the interest of every teacher and school administrator to be informed in the principles underlying building illumination. This course includes a study of photometric units, photometers, lamps, methods of measuring and calculating illumination and a study of special illumination for each class of service. Two hours. Mr. Green.

## POLITICAL SCIENCE

**203c. National Government.** The relations between the government and the people; the new conception of the presidency; the growing powers of Congress; the federal judiciary; constitutional protection of business; the police powers of the government; the civil service; administration of currency and finance; regulation of commerce; recent legislation. Three hours. Dr. Smith.

**204c. State and Local Government.** The nation and the states; the framework of state government; the work of the departments; reorganization of the state executive; the county and township government; and the relation of local government to state government. The government of Ohio will be used for purposes of illustration throughout the course. Three hours. Dr. Smith.

**406c. Constitutional Law.** This is a study of American Constitutional Law. The leading cases on constitutional questions will be studied. Two hours. Mr. Hoover.

**415c. History of American Political Parties.** This is a study of the history and development of political parties and party problems in America. The actual workings of party machinery, party platforms, and political leaders will be studied. Two hours. Mr. Hoover.

**417c. Municipal Government.** The growth of cities; their relation to trade and industry; state control over cities; service to the people; the commission form of government; the city manager; and other recent movements. Studies will be made of each type of government in the cities of Ohio. Three hours. Dr. Smith.

**419c. American Political Theory.** Early political theory; development of political thinking in America from the colonial period to the present; including the theories of the Revolution, the Constitution, the Jeffersonian and Jacksonian democracies, the slavery controversies, states' rights, and recent tendencies; internationalism, pacifism, militarism, and interpretations of democracy. Three hours. Dr. Smith.

**420c. International Relations.** A discussion of the problems of nationalism and internationalism, methods of settling international disputes, and the interests of the United States. The interests of the course are suggested by the following: sentiment of nationality, conflict of color, economic internationalism, financial control, open door, Pan-American movement, inter-allied debts, world courts, and control of international policy. Three hours. Dr. Smith.

**426c. Comparative Government.** A comparative study of government and politics in this and some other important countries with respect to forms, procedure, popular representation through political parties, and recent developments. Three hours. Dr. Smith.

## PSYCHOLOGY

**205c. Child Psychology.** A detailed study of the development of the child mind from birth through the nursery school, kindergarten, and elementary school age. The nature and potentialities of the child at birth will be considered, the development of the senses, of motor ability, of social and



emotional traits and attitudes, and intellectual abilities. Such topics will be treated as: play, language, children's reading, habit formation, discipline, the place of music, art, and constructive materials in the life of the child, moral and religious tendencies, agencies for the study of children and the advancement of child welfare. Three hours. Dr. Porter.

**206c. Business Psychology.** Recently established facts and conclusions in the application of psychology to business and industrial relations. The following topics are discussed: the relation of human reflexes and instincts to business methods; the relation of the laws of learning to training; the psychological principles involved in scientific management in office and shop; some of the more important psychological aspects of professional work. Three hours. Dr. Porter.

**207c. Psychology (Educational).** In this course the practical work and problems of the teacher are studied in the light of the findings of modern psychology. Many fundamental questions are raised and their attempted solutions reviewed, special attention being given to the methods and means of psychological and educational investigation ordinarily employed in the solution of such problems. By means of careful readings and practical experiments and exercises the fundamental principles of the learning process and their effective application in the actual teaching situations are impressed upon the student. Some of the other typical questions that will be given thorough consideration are: (1) Basic principles underlying the motivating of school work. (2) Teaching students how to study effectively. (3) Modern methods of measuring and evaluating the results of teaching. (4) Accurate and scientific methods for the grading of students. (5) Brief study of intelligence measurements and uses of the results. (6) Inter-relation or correlation of human capacities. (7) Transfers of training or mental discipline.

By means of case problems that actually have arisen in the classroom, many of the daily questions that occur to puzzle the teacher are given critical study. Three hours. Mr. Gentry.

**208c. The Psychology of Advertising and Selling.** The application of psychological principles and experimental methods to the problems of appeals and response in advertising and selling. Analysis and evaluation of the methods and devices of publicity on the basis of the known facts concerning human nature and conduct. Some time will also be devoted to the application of laboratory and statistical technique in the interpretation of class results. In all cases, however, an attempt will be made to study and solve from a psychological viewpoint the practical problems of the individual interested in advertising and selling. Three hours. Dr. Anderson.

**412c. Abnormal Psychology and Mental Hygiene.** The nature of mental adjustments made by man to adapt himself in a normal way to the requirements of modern life; the deviations from the normal leading to the maladjustments which must be considered as abnormal; the relation between the mental processes of primitive man, the child, dream-life and mental disease; the theory, application, and limitations of psychoanalysis, the experimental methods giving useful results for the study of abnormal mental processes; applications of the facts of abnormal mental development to individual and social life. Three hours. Dr. Porter.

**415c. Psychology (Social).** An intensive study of the social-mental relations between individuals, the mental nature of human social groups and their behavior; a study of the instincts which make for social and individual development. The significance of instincts, of habit formation and reflection in human social life. The social meaning of individual differences, methods of investigating social behavior, the psychology of moral, social and religious development. Three hours. Dr. Porter.

**419c. Introduction to the Study of Mental Measurements.** A careful study of the methods and results of individual and group intelligence tests, of typical performance tests, and other methods used in mental analysis and measurements. Demonstration of the giving of both individual and group intelligence tests and actual testing by the student by both methods if arrangements can possibly be made. Emphasis will be given to the working up of test results and their application to the schools and individual tested. Several recent books and articles from scientific journals will furnish the reading for the course. A fee of \$1.00 is charged for material furnished the student. Three hours. Dr. Porter.

**420c. Advanced Mental Measurements.** A continuation of Course 419c with more attention to thoroughness of analysis of test results. Elementary statistical treatment of findings combined with the study of advanced and more extensive publications in this field, more particularly the working out of a minor problem which if at all possible will grow out of the school or other practical problems with which the student is seriously concerned. Materials fee \$1.00. Three hours. Dr. Porter.

## PUBLIC SPEAKING

**313c. Teaching Public Speaking.** This course is especially adapted for those who are planning to teach Public Speaking. The purpose is two-fold: first, a study of the content of a speech course for beginners, and, second, a suggestion as to the proper presentation in the classroom. A very thorough treatment of speech work will be found in the text books required for this course. Two term papers, several lesson plans, and research work on one speech project will be required. Three hours. Mr. Staats.

**314c. History of Oratory.** An advanced course for prospective teachers of speech. The study will be centered about the various periods of history. The orators, their work, and the background furnished by characteristics of the time will be stressed in the survey of each period. In addition to the text book material, several research problems will be assigned. Three hours. Mr. Staats.

## SOCIOLOGY

**201c. Educational Sociology: Introduction.** This course is intended to introduce teachers and school administrators to the sociological method of studying and evaluating educational theory and practice. It briefly deals with a discussion of education as a social process conditioned by social groups and institutions, social attitudes and values; the pupil as a person and as a member of various groups; the sociological basis of teaching and classroom

organization; the curriculum in terms of social needs; the school in relation to the community. Two hours. Mr. Jeddeloh.

**203c. Principles of Sociology.** This course is designed to introduce the student to the fundamental structures and processes of society and culture. Major divisions of the course cover topics such as: the nature of social phenomena, factors conditioning social life, social processes, social structures, collective behavior, social change, social planning, sociology in theory and application. Three hours. Mr. Jeddeloh.



# INDEX

	Page		Page
Accounting .....	12-13	of Oratory .....	32
Admission .....	7	of Physical Education .....	27
Agriculture .....	10	Roman .....	21
Algebra .....	25	Social and Industrial .....	22
American Literature		Home Economics .....	21
American Poetry .....	20	Industrial Education .....	17
American Prose .....	18	Juvenile Literature .....	18
Analytics .....	24	Kinesiology .....	27
Application .....	7	Labor Economics .....	14
Arithmetic .....	24-25	Literature	
Art .....	11	American .....	19
Bacteriology .....	11	English .....	19
Biology .....	11	Modern .....	19
Botany .....	12	Literature and Composition .....	18
Business Letter Writing .....	13	Marketing .....	13
Calendar .....	3	Mathematics .....	24-25
Chemistry .....	11	Mechanical Drawing .....	12
Civic Biology .....	12	Methods of Teaching	
Civil Engineering .....	12	Arithmetic .....	17, 24, 25
Classroom Management .....	16	Bookkeeping .....	13, 18
Commerce .....	12-14	Health .....	18, 28
Credits .....	7	History .....	17, 18, 22
Drawing		Industrial Arts .....	17
Mechanical .....	12	Language .....	17, 18, 19
Perspective .....	12	Literature .....	17, 18
Economics .....	14	Physical Education .....	17, 27
Education .....	14-16	Public Speaking .....	18, 32
Educational Measurements .....	15	Reading .....	17
Elementary Curriculum .....	16	Spelling .....	17, 19
English Composition .....	18	Music .....	25-26
Essay .....	18	National University Extension	
Literature .....	18, 19	Association .....	8
Ethics .....	26-27	Ohio History .....	23
Evening and Saturday Classes .....	9	Orthopedics .....	28
Evolution and Heredity .....	10	Philosophy .....	26
Examinations .....	7	Physical Education .....	27
Faculty .....	4	Physics .....	28-30
Fees .....	8	Physiology .....	11
First Aid .....	28	Play and Games .....	28
Floriculture .....	10	Poetry	
Forestry .....	10	American .....	20
Gardening .....	10	English .....	18, 20
Geography and Geology .....	20-21	Political Science .....	30-31
German .....	21	Postage .....	8
Group Extension .....	8	Psychology .....	31-32
Guidance .....	16	Public Speaking .....	32-33
Harmony .....	26	Public Utilities .....	14
Heredity .....	11	Radio .....	29
High School Administration .....	16	Refunds .....	8
History		School Administration .....	16
American .....	22	Scout Leadership .....	27
English .....	22	Short Story .....	20
European .....	21, 23	Sociology .....	33
French .....	23	Spelling .....	19
Greek .....	21	Statistics .....	25
of Education .....	14, 15	Stenography .....	13
of Music .....	26	Trigonometry .....	24
of Ohio .....	23	Woods and Finishes .....	17



PRESS O. S. R.

